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**FOREIGN LANGUAGE LEARNING: THE ROLE OF
INTERLINGUAL AND INTRALINGUAL SUBTITLES**

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ABSTRACT

Nowadays, multimedia has the power to connect; films and television programmes are available to foreign countries by subtitling and captioning. Recent studies, along with the European Commission, have supported the use of subtitles as a tool for language learning due to they bring support for language comprehension and acquisition of new vocabulary. Besides, it is a dynamic approach that makes learners feel secure and motivated. However, Spain is one of the few countries in which subtitles are unpopular to the majority of society. The study presents an investigation into the effects of subtitles, interlingual and intralingual, as tools to enhance English learning on Spanish native speakers. The participants' proficiency level of the English language was essential in order to determine the effects of both conditions. Moreover, the present study supports the review of the literature analysed during this investigation.

Keywords: subtitles, language learning, language comprehension, captioning

RESUMEN

Hoy en día, la multimedia tiene el poder de conectar; las películas y los programas de televisión están disponibles para los países extranjeros mediante subtítulos. Estudios recientes, junto con la Comisión Europea, han apoyado el uso de subtítulos como herramienta para el aprendizaje de idiomas ya que brindan apoyo para la comprensión lingüística y la adquisición de vocabulario. Además, este enfoque dinámico hace que alumnos se sientan seguros y motivados. Sin embargo, España es uno de los pocos países en los que los subtítulos pasan desapercibidos por la mayoría de la sociedad. El estudio presenta una investigación sobre los efectos del subtitulado, tanto interlingüísticos como intralingüísticos, como herramienta para mejorar el aprendizaje lingüístico del inglés en hablantes nativos de español. El nivel de competencia de los participantes fue esencial para determinar los efectos de ambas condiciones. Asimismo, este estudio apoya los estudios analizados durante la investigación.

Palabras clave: aprendizaje lingüístico, comprensión lingüística, subtítulos

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I. INTRODUCTION

Zanon (2006) assures that language learners feel motivated when the activity of learning involves multimedia. According to the European Commission (2011), people from twelve to twenty-five years old affirm that subtitles are a useful tool for learning a second language and they even express their preference on watching movies or television series in their original version with the help of subtitles. Moreover, Almeida & Costa (2014) state that the viewers tend to have a positive attitude towards the English language, not only because of how the media portrays it but mainly because it is considered a language for international contact. Besides, countries where subtitling is the primary source for language transfer in both cinema and television series, have proven that their English skills are closer to a mother tongue level (European Commission, 2011).

Furthermore, Zanon (2006) assures that nowadays, society has all at its disposal to learn a foreign language, for instance, the internet, films, or television. Almeida & Costa (2014) argue that because most of the European programmes come from English-speaking countries, viewers who use subtitles will benefit from this input as it will help them acquire vocabulary as well as improving their comprehension. Moreover, Koolstra, Peeters & Spinhof (2002) argue that the input offered by captions also helps the viewers' phonological aspects of language due to they can learn the pronunciation of American and British words. Matielo (2015) supports previous research showing both captions and subtitles, improvements in word recognition, comprehension, and vocabulary. However, according to the European Commission (2011), Spain is one of the few countries that does not have subtitling as the dominant practice due to it uses the dubbing in all its films and television programmes. Consequently, Spain's learning strategies are not as advanced as the other countries which have subtitles as dominant practice (European Commission, 2011).

In this context, the purpose of the present study will investigate the role of subtitles (interlingual) and captions (intralingual) as tools for language learning in an experiment where Spanish native speakers, with an average level of English proficiency, will be tested with the two conditions to find the most suitable for language learning.

Moreover, the study will be focused on aspects related to the acquisition of linguistic items, slang terms and idioms, through exposure to authentic listening.

II. REVIEW OF THE LITERATURE

2.1. Second Language Acquisition

Saville-Troike (2006) states that the field of Second Language Acquisition (SLA) refers to the study of learning a language apart from the first language someone learns as a child. Hence, this additional language is called a second language (L2) and is defined as “an official dominant language needed for education, employment, and other basic purposes” (Saville-Troike, 2006:4). However, Saville-Troike (2006) affirms that an L2 is a term that can be used to represent multiple languages acquired. Moreover, Gass & Selinker (2008) argue that the second language acquisition field is relatively new due to it has only been expanded in the last forty to forty-five years. So, Gass & Selinker (2008) add that the SLA field studies how learners acquire an L2 with less exposure than their mother tongue’s, and the problems learners may encounter to reach a successful level of proficiency.

First of all, Ghazali (2006) states that psychological factors, such as motivation and anxiety, affect second language acquisition. Saville-Troike (2006) reassures Ghazali's statement as motivation appears to be the second most reliable evocator of success. Thus, Ghazali (2006) affirms that motivation plays an essential part in language learning; it is highly significant due to is what will encourage the learner to acquire knowledge from the L2 faster and with a higher degree. Thus, Ghazali (2006) assures that motivated learners will take any opportunity to widen their knowledge, whereas demotivated learners will not make any progress. With this in mind, Saville-Troike (2006) presents two types of motivation: integrative and instrumental. On the one hand, integrative motivation is based on the interest of learning a second language to learn more about the culture or to communicate with someone who uses it (Saville-Troike, 2006). Instrumental motivation, on the other hand, is based on the urge to acquire more knowledge to increase business opportunities or to pass an exam (Saville-Troike, 2006).

Moreover, anxiety also affects language learning as Ghazali (2006) depicts anxiety as the fear of using a new language. Based on Krashen (1985) if the learners are

anxious or do not feel comfortable with their language abilities, their affective filter will limit their knowledge. Krashen (1985) proceeds to explain that the affective filter will be up if the learners feel stressed, anxious, or when they think they are going to be evaluated; however, when the filter is down, the input will not be blocked and will go through, letting the acquisition to take place. Saville-Troike (2006) argues that these psychological factors may be the response to why some learners are more successful than others when it comes to acquiring a second language due to learners may become more or less motivated, or feel more or less anxious according to how well they think they are doing.

2.2 The Input Hypothesis and Second Language Acquisition Theory

Krashen (1985) states that the Input Hypothesis is the central part of five different hypotheses that lead to explain the process of second language acquisition. For this reason, this will be an explanation of the different stages to arrive at the understanding of the second language acquisition theory by Krashen:

1. The *Acquisition-Learning Hypothesis*: “there are two independent ways [...] that results in ‘knowing about’ language” (Krashen, 1985: 1). Krashen (1985) affirms that acquisition is a subconscious process in which the form of the language is not an essential part; thus, most of the process focuses on fluency. Learning, on the other hand, is a conscious process in which the student learns about a language by following rules (Krashen, 1985).
2. The *Natural Order Hypothesis*: Krashen cites Corder (1967), the first to propose this hypothesis. Krashen (1985) states that students acquire the rules of language in a particular way; moreover, some rules are learned before than others and, not in all cases, has to be because of the level of complexity.
3. The *Monitor Hypothesis*: “our ability to produce utterances in another language comes from our acquired competence, from our subconscious knowledge. Learning, conscious knowledge, serves only as a Monitor” (Krashen, 1985: 2). Krashen (1985) hypothesizes that the learner not only needs to be aware of correctness but also know the rules in order to produce a second language; if only these two conditions meet, the monitor can be used.

4. The *Input Hypothesis*: “humans understand messages by receiving ‘comprehensible input’ [...], and structures that are a bit beyond our current level of competence” (Krashen, 1985: 2). Hence, Krashen (1985) states that students can understand ‘un-acquired grammar’ with the help of context.

5. The *Affective Filter Hypothesis*: Krashen (1985) states that the affective filter is a mental block that prevents the students from acquiring the input they receive from the target language; moreover, when this happens, the learners' guard is up, which reflects a lack of self-confidence or anxiety.

2.2.1 *Language Acquisition and Language Learning*

In the first place, Ghazali (2006, p. 2) makes the distinction between first and second language acquisition by stating that “First Language Acquisition and New Language Learning have sometimes been treated as two distinct phenomena creating controversy due to their variability in terms of age and environment” (Ghazali, 2006: 2). Ghazali (2006) states that language acquisition is a natural process, and it can be described similarly as the process children have to go through when they learn their first language. According to Krashen (1981), it requires natural communication and meaningful interaction with the target language. Moreover, based on Krashen (1985), it is a process that focuses more on the spoken language rather than on the written language. Consequently, the form is not the primary interest, but that the message is conveyed; in other words, its primary focus is the communicative act.

On the one hand, Krashen (1981) asserts that the process of language acquisition is subconscious; the learners may not know the grammatical rules, and they may utter wrong and ungrammatically sentences. However, even if “acquirers do not have a conscious awareness of the ‘rules’ they possess, they may self-correct only on the basis of a ‘feel’ for grammaticality” (Krashen, 1981: 2). On the other hand, Krashen (1981) continues, language learning refers to the conscious process of being able to correct errors and mistakes one produces. It prioritizes the written language and its analysis instead of language practice. Moreover, as Krashen (1981) asserts, it is artificial and very technical as it produces knowledge by focusing on the form and being aware of the rules of the target language.

2.3 Subtitles

Matielo (2015) defines subtitles (interlingual subtitles) as a method of translating one language into another so the target audience can understand the dialogue; thus, subtitles are addressed to the target language. Almeida & Costa (2014) argue that subtitles create three channels in which the acquisition and realisation of the L2 are possible; the audio (in the original language), visuals, and the written support (in the audience's L1) collide to make the audience understand the meaning of the words uttered. Moreover, Matielo (2015) states that the study of subtitles as a tool for language acquisition is primarily new; nonetheless, the Second Language Acquisition field has been investigating the effects of subtitled audio-visual materials on diverse areas of language learning. Matielo (2015) affirms that in the last two decades, studies have shown the improvement of L2 comprehension, word recognition, and vocabulary learning or acquisition.

2.3.1 Advantages and disadvantages of subtitles

Danan (2004) states that the key to the beneficial use of subtitled programmes for language learning may in part be on how much familiar the viewers are with them. The European Commission (2011) affirms that many of the programmes broadcast in Europe are from English-speaking countries. Moreover, Almeida & Costa (2014) add that the viewers tend to have a positive attitude towards the English language because it is considered a language for international contact. Therefore, Koolstra, Peeters, & Spinhof (2002) state that thanks to language familiarity, most of the viewers will use subtitles as a tool to enhance language learning. Moreover, Koolstra et al. (2002) state that a subtitled programme has the sense of being more real due to the original voices are left intact. Based on Koolstra et al. (2002), the viewers' understanding depends on the tone in which the characters speak, hesitate, or ask questions. However, Koolstra et al. (2002) argue that the viewers' comprehension relies a hundred percent on subtitles when the viewers are in the first stages of learning a foreign language due to most of the vital information appears as written support.

Nevertheless, Koolstra et al. (2002) argue that adapting a text by using subtitles can have consequences, that is, the impossibility of translating the whole text literally. Based on Koolstra et al. (2002) most of the times the information has to be condensed

due to not all the words fit in the time required; moreover, in order to fit into the subtitles, a conventional technique is used to change all the compound sentences into simple. Furthermore, Koolstra et al. (2002) continue, the subtitling technique uses a rule called the six-second rule, which determines the time subtitles appear on the screen. The longest subtitle, which contains sixty-four characters, including the spaces and a maximum of two lines, is shown for six seconds (Koolstra et al. 2002). However, the proportional rate based on Koolstra et al. (2002) is between ten characters per second; if this is not possible, the text will have to be condensed, which sometimes implies the possibility of leaving information out so the text can fit. In this case, it can problematize the viewers' understanding due to Chapman (2015) assures that subtitles not only provide support but the explanation of challenging aspects of language. Koolstra et al. (2002) support Chapman and reassure that sometimes the reduction of the original text can lead to manipulation and censorship altering the real meaning.

Koolstra et al. (2002) point out that subtitles also tend to limit the view; spectators have to watch the programme through them because they occupy a significant percentage of the screen. Thus, instead of focusing on the information, the viewers have to alternate from subtitles to the moving picture. Besides, Koolstra et al. (2002) mention Gielen's experiment (1988), which shows that viewers produce a "viewing strategy" when they watch audio-visuals with subtitles. Gielen's experiment in 1988 showed that the spectators' eyes are focused above the area of subtitles due to it provides them with the essential parts of the moving picture and, at the same time, the ability to read subtitles. Based on Koolstra et al. (2002) subtitles are an extra mental effort, a view that agrees with the research of Almeida & Costa (2014) as they imply that to understand the plot, the spectators have to watch the moving picture, listen to the dialogue in their L2, and read the subtitles in their L1. Moreover, Koolstra et al. (2002) assure that if the discoordination of picture and sound arises, it will be an extra effort but also a way of problematizing the viewers' understanding.

2.3.2 The effects of subtitles

Danan (2004) assures that learning a second language through subtitled audio-visuals tend to have positive effects as it encourages the spectators to understand the target words. Moreover, Matielo's research proves that subtitles help when learning a

second language with Markham & Peter's study in 2003. Matielo (2015) explains that the experiment investigated the effect of subtitles (interlingual subtitles) and captions (intralingual subtitles) as tools for second language acquisition. The participants were university students with an average level of English; moreover, they were native Spanish speakers. The experiment aimed to see with which of the subtitles the participants had a better comprehension. Markham & Peter's study in 2003 showed that subtitles (interlingual subtitles) were better tools for comprehension and word recognition than captions (intralingual subtitles).

Secondly, as Danan (2004) stated before, subtitled audio-visuals tend to have a positive effect on the spectators; moreover, if the spectator is familiar with subtitles, the spectators will watch the film or television programme with confidence and it will enhance the language learning. Based on Krashen (1985), if the affective filter is down, the input will arrive at the spectators making them acquire knowledge from the target language. However, as Zanon (2006) states, the only problem with this is that the spectators might feel so secure with subtitles, that they may not want to break the habit, even when the technique had already been mastered. Moreover, Almeida & Costa (2014) and the European Commission (2002) argue that because most of the European programmes come from English-speaking countries, viewers will benefit from this input due to it will help them with word recognition and pronunciation of the target words.

2.4 Captions

Matielo (2015) defines captions (intralingual subtitles) as subtitles in the same language as the soundtrack, which tends to facilitate the hearing-impaired audiences. Koskinen, Wilson, Gambrell & Neuman (1993) state that captions were created with the mere purpose to help deaf and hearing-impaired viewers; however, teachers with normal hearing students found that it could be an excellent method to turn television into a 'moving storybook.' Moreover, Koolstra, Peeters & Spinhof (2002) support Koskinen et al. (1993) as they state that by watching audio-visuals with captions, viewers read a significant number of 'books' per year. Based on Matielo (2015), the use of captions as a tool for language acquisition is primarily new. However, Matielo (2015) supports Koskinen et al. (1993) as the Second Language Acquisition field proves the

improvement of L2 reading, acquisition of grammatical aspects, and the development of oral production.

2.4.1 Advantages and disadvantages of captions

Danan (2004) state that captions give great written support to those who need it; however, captions may be easier to apply to students with a higher level of proficiency. Koolstra, Peeters & Spinhof (2002) disagree as they point a series of experiments made in Leuven, Belgium made by Pavakanun and d'Ydewalle in 1992, where students watched subtitled cartoons for fifteen minutes. Thus, one of the groups was assigned to watch subtitled cartoons with standard subtitles (subtitles in their L1), whereas the other was assigned to watch the cartoons with captions. Right after the cartoons were over, the two groups took a test to see if there was any acquisition of their L2. Consequently, Pavakanun and d'Ydewalle in 1992 proved that both groups acquired words from their L2 by watching the brief video. Besides, the experiment of Borrás and Lafayette (1994) mentioned in Koskinen, Wilson, Gambrell & Neuman (1993), demonstrated that the students who worked with captions had much more positive results than the ones who did not. Thus, Vanderplank (1988) reassures that captions provide instant feedback and reinforce the positive learning experience.

Nonetheless, Koskinen et al. (1993) agree with Neuman & Koskinen (1992) in that captioned videos can be an obstacle at some point, and it can be increased if the spectator does not have high levels of proficiency. Koskinen et al. (1993) point out the rate; captions are presented at a rate of a hundred and twenty words per minute, which means that if the spectator is not a rapid reader, it would be practically impossible to read all the captions and understand what is happening at every moment. Danan (2004) re-affirms this by saying that "massive exposure to authentic audio-visual material which has not been carefully enough selected or made accessible to non-native viewers can be a very inefficient pedagogical approach" (Danan, 2004: 71). However, Koskinen et al. (1993) affirm that it would benefit learners with higher levels of proficiency due to rapid reading will enhance their reading performance. Furthermore, Koskinen et al. (1993) state that captions can problematize the viewers' understanding due to sometimes they will not match to what the viewer hears due to some phrases and words are left out by their limited rate.

2.4.2 The effects of captions

Koskinen et al. (1993) assert that in the last ten years there have been studies that prove captions bring positive benefits. Based on Vanderplank (1988) captions help students to free themselves from the anxiety they suffer when they are afraid of their second language skills; it helps the students not to feel lost and keep up with the story. Vanderplank's view agrees with Krashen (1985) as he supports that lowering anxiety will make the students feel more comfortable and confident, which will increase their motivation for learning. Moreover, Danan (2004) states that these benefits are possible because captions make the input more understandable by bringing the space between reading and listening closer.

Furthermore, Koolstra, Peeters & Spinhof (2002) affirm that the best effect captions have on viewers is the improvement of the pronunciation of English and American words. However, Neuman & Koskinen (1992) disagree as they state that the effect captions have on vocabulary learning is the one that stands out the most due to it is the most relevant and the one that can be acquired with more facility. Based on Neuman & Koskinen (1992), captions provide an enhanced setting due to the visuals and the sound give meaning to the words at the bottom of the screen; thus, words in context enhance the students' chances for vocabulary learning. However, Danan (2004) affirms that the materials need to be adapted to the level of proficiency the students have, and include vocabulary that the students may feel comfortable with, so they can understand and involve with the plot. Based on the Input Hypothesis by Krashen (1985), individuals acquire knowledge by receiving understandable input, one that goes slightly above the learners' current knowledge. Nonetheless, Neuman & Koskinen (1992) found that despite the additional contextual support given by audio-visuals, students with limited linguistic abilities learn less from captions than viewers with a higher level of proficiency.

III. LINGUISTIC ITEMS

3.1 Idioms

Richards & Schmidt (2002) define the term idiom as “an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts” (Richards & Schmidt, 2002: 246). Kovács (2016) affirms there are three types of

idioms depending on the way they are understood, learned, and translated; pure idioms, semi-idioms, and literal idioms can be summarized as followed. Firstly, Kovács (2016) states that the non-literal expressions are called pure idioms and considered to be opaque due to they have the most figurative meaning above all of them. The relationship between the components and the actual meaning do not match; moreover, they are invariable or have little variation (e.g., knock'em dead has nothing to do with beating someone, but to impress someone) (Kovács, 2016). Semi-idioms, on the other hand, are not label as opaque due to although half of their meaning is figurative, the other half is literal (e.g., on a first name basis, which means calling someone by their first name) (Kovács, 2016). Lastly, Cieślícka (2015) adds to Kovács' (2016) that literal idioms are composed of only literal components. Moreover, Cieślícka (2015) recalls that literal idioms can also be called transparent due there is no figurative meaning behind these expressions (e.g., in any case).

Concerning idioms acquisition, Cieślícka (2015) states that when students learn a second language, they turn to rely on their mother tongue and try to associate L2 words to their L1. Consequently, Cieślícka (2015) affirms that the more similar the idiom is to the students L1, the easiest the students will acquire it into their mental lexicon; idioms that are identical or similar in vocabulary and lexicon will be more accessible to the students and understood without much difficulty. However, Cieślícka (2015) continues, idioms that are entirely different from the students L1, semantically or lexically speaking, or do not have an L1 equivalent will be the most difficult to understand; moreover, the association process will not be of any help, and it will become a problem to figure out the real meaning behind it. Further, Kovács (2016) adds that students will acquire idioms differently if they learn them in isolation or with context support, especially if they learn idioms in context due to students will have more information to understand the meaning behind the figurative expressions.

3.2 Slang Terms

Richards & Schmidt (2002) define slang as unstable terms composed of informal words and expressions. Moreover, Richards & Schmidt (2002) remark that these words are subjected to change due to these expressions are attached to time. Sornig (1981) adds that slang terms are created by language borrowings, loans from dialects, and

antiqued language. However, Sornig (1981) states that there is not a clear definition of the term; "slang terms have one thing in common with poetic language as well as with secret languages: it is extremely difficult if not altogether impossible to explain their real and complete meaning to an outsider" (Sornig, 1981: 1). Thus, Sornig (1981) states the impossibility of understanding slang terms if the person has not been introduced to it first. Sornig (1981) also suggests that the impossibility to understand slang terms might have been, at some point, with the purpose of 'camouflage.'

When it comes to slang acquisition, Heiman (1967) asserts that slang terms have been seen as inappropriate and as interference for the students' formal speech. Dumas & Lighter (1978) reinforce this idea when stating that students lack informal speech because, apart from teachers blaming it to its complexity, it is often not studied in classrooms. However, Heiman (1967) continues, slang terms are still part of the language, and students need to study them in order to augment their linguistic knowledge. Korolyova, Voyakina & Melekhova (2016), on the other hand, explain that there is no need to cover all slang terms in English classes due to the students might not encounter these words in real life. Nonetheless, Korolyova et al. (2016) propose that exposure to authentic English listening, such as films, television series, or songs could help the students to acquire the target words.

IV. THE PRESENT STUDY

4.1 Research question

This present study will examine how interlingual and intralingual subtitles influence language learning on Spanish native speakers. The project will examine the acquisition of idioms and slang terms by these two conditions through authentic English audio-visual material.

Therefore, the present study seeks to address the following research question:

Which of the two conditions, taking into account the participants' level of English, will result in better acquisition of slang terms and idioms?

4.2 Participants

The participants' profile for this experiment required an average level of English proficiency (Level B1). The total number of participants (N=10) were university students between 20 and 22 years old and, to make it equitable, the experiment was composed of 50% males and 50% females. Moreover, the ten participants were Catalan-Spanish native speakers and had never lived in a foreign country where the dominant language was none other than Spanish. Moreover, only 30% had taken extracurricular English classes in the past. As far as to what extent the participants were in contact with subtitles and captions, the majority, 80%, affirm watching all audio-visual content, television series and films, dubbed. Only 20% of the participants affirm watching television series and films with subtitle, and none of them utilize captions as language transfer.

4.3 Instruments

The present study is fundamentally concerned in the use of subtitles and captions as tools for enhancing language learning by watching a subtitled television programme. In order to do so, we created a test in which ten expressions from the television show appeared along with five distractors (See *Appendix 1*). Each expression was short and concise, and a considerable amount of space also accompanied it so the participants could translate it into their L1 in an expand of ten minutes. Moreover, this test was used as a pre-test as well as a post-test to see the participants improvement, and in both cases the participants had the same time to respond. Additionally, the participants were presented with two questionnaires that contained closed-ended questions as well as open-ended questions. The participants were asked about their level of proficiency along with their learning experiences, and thoughts on captions and subtitles; moreover, it also included questions related to their television habits concerning subtitled and captioned television shows. (See *Appendix 2 & 3* for the questionnaires' sample)

Furthermore, a set of authentic English audio-visual was selected to use in the experiment. The ten video clips used in the experiment were short sequences taken from the American television programme "Suits." Each video was approximately 5-10 minutes in length. The clips contained slang terms and idioms that appeared on the

pre/post-test so the participants could notice them. Besides, the clips selected were meaningful, that is, that the participants understood what was happening even if they had not watched the entire episode. Moreover, we adopted the videos to the participants' necessities by using a tool called *PocketDivXEncoder*; thus, we took the ten videos with neither subtitles nor captions and created twenty copies, ten were with subtitles, and the other ten were with captions.

4.4 Procedures

For the development of the experiment, the participants watched short sequences taken from the American television programme "Suits." Moreover, it took place during the last days of the Easter break and in order to ensure the target words remained unknown, the participants did not know anything about the project or about what they were going to be tested. Furthermore, to prepare the set, we presented our participant with two pieces of paper in which the words' captions' and 'subtitles' were hidden. With this, we made sure it was entirely random to choose with which of the two options the participants were going to be tested. Moreover, to make it equitable, only five of the papers contained each word, so five participants ended up choosing subtitles, and the other half chose captions. The experiment was organized following four phases; besides, the procedures, as well as the materials used in this present study, were the same for both groups examined. Thus, the phases were repeated two times, one time for the five participants who dealt with subtitles (G1), and another time for the other group dealing with captions (G2). Like this, there was no place for neither confusion nor mistakes.

Furthermore, to make sure the experiment was as reliable as possible, we managed to test it, that is, we created a pilot design. This previous test allowed us to rehearse and gather information before the day of the study. Moreover, apart from letting us know the misunderstanding of the procedures, we encounter that timing affected the instruments. Therefore, the timing was shortened to a maximum of ten minutes as section 4.3 *Instruments* explains. The pilot was conducted with only one participant, one who fitted the requirements for the experiment; the participant was the same age (21) and had the same the level of proficiency (B1).

Phase One: *Pre-Test*. All participants were given the same pre-test; it contained fifteen words, in which ten slang terms and idioms of the television series 'Suits' appeared along with five distractors. Moreover, we have to recall that the post-test given to the participants at the end of the session was identical to the pre-test they sat at the start of the session. Besides, before distributing the test, the participants were presented with simple instructions, which included a clear description of what they were about to do and the time they had to do it; a maximum span of ten minutes to complete the task. The participants were asked to translate the target words into their L1 and were encouraged to answer as many as possible, even if they were not entirely sure; they were also encouraged to leave blanks if they did not know the answer. After giving the instructions, the participants were presented with the pre-test. Moreover, to maintain the target words unknown, G1 (the group with subtitles) and G2 (the group with captions) were divided into either the experimental room or the waiting room, so there was no chance of contact and, by this, we could create balanced results between the two groups. (See *Appendix 4*)

Phase Two: *Video clips*. Immediately after handing in the pre-test, the participants were reminded with the instructions, and after that, watched ten video clips from 'Suits.' Captions or subtitles accompanied the video clips according to the group the participants were assigned previously. Moreover, the ten clips lasted an amount of fifteen minutes, and they were watched two times, one without subtitles/captions and another with subtitles or captions. Showing the videos two times, allowed the participants to feel more relaxed due to they knew there was a second chance and allowed them to catch the target words at their own pace.

Phase Three: *Post-Test*. After the video clips were watched, the post-test was sat immediately. This post-test, as we said before, was a repetition of phase one due it contained the same expressions with the same distractors. Moreover, the participants were handed the post-test with the same instructions along with the ten minutes timing they were given in the pre-test. (See *Appendix 5*)

Phase Four: *Questionnaires*. After the post-test, the participants were handed with two questionnaires and asked to complete them. The first one consisted of a sociolinguistic questionnaire, whereas the second questionnaire asked the participants

about their experience and their thoughts on captions or subtitles depending on the group the participants were assigned previously.

V. FINDINGS

In order to answer the research question for this present study, the results of the pre-test and post-test of each group were analysed to determine if the participants had acquired knowledge from their previous tests. On top of that, we also compared the post-test of both groups, the participants who worked with subtitles (G1) and the ones who work with captions (G2), to analyse the use of subtitles and captions as tools for language learning.

5.1 Comparison

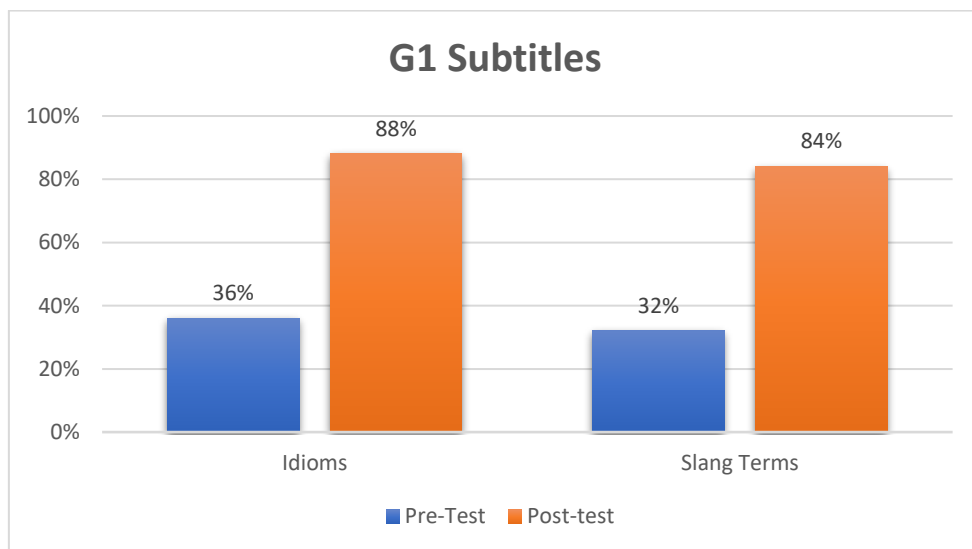


Figure 1: Pre-test and post-test results of G1

Figure 1 shows a general overview of the prior and post-knowledge the participants who worked with subtitles (G1) had during the experiment. Concerning the pre-test, only 36% of the idioms were answered correctly. Besides, slang terms had a similar score with only 32% of the correct answers (see *Appendix 6*).

The post-test, on the other hand, shows that the number of correct answers increased. When it comes to the score of idioms, the percentage of correct answers raised to 88%. Slang terms also raised the number of correct answers to 84%. Therefore, slang terms and idioms demonstrated an increase of 52% compared to their pre-test.

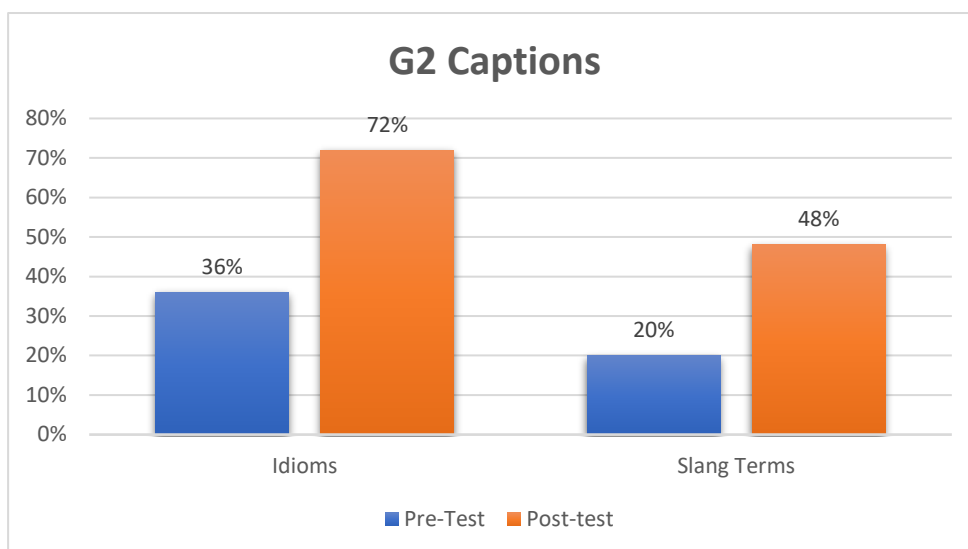


Figure 2: Pre-test and post-test results of G2

Figure 2 shows the general overview of how the participants who worked with captions (G2) did it in both, the pre-test and post-test. Concerning the pre-test, only 36% of the idioms were answered correctly. Besides, slang terms had the least score, with only 20% of the answers correct (see *Appendix 7*).

The post-test shows an increment on the correct answers. The participants' post-knowledge of idioms was 72%, which demonstrated an increase of 36% compared to their pre-test. Moreover, the participants' improvement on slang terms was least noticeable due to the correct answers on the post-test was only of the 48%, which demonstrated an increase of not more than 28% compared to their pre-test.

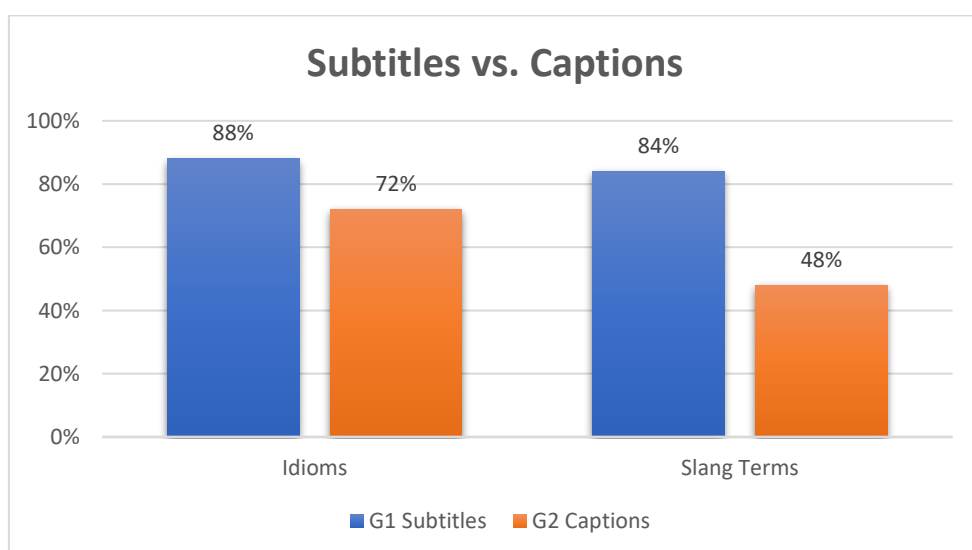


Figure 3: Post-test results of G1 & G2

Figure 3 demonstrates that both groups acquired words from their L2 by watching the short clips. However, when we compare the percentages of both post-tests, G1 and G2, we can see that the group who worked with subtitles (G1) achieved a higher level of acquisition. Participants who worked with subtitles acquired a 16% more of idioms than the participants who worked with captions; moreover, G1 acquired a 36% more of slang terms than G2. With this, we can say that participants with a level of proficiency of a B1 not only work better with subtitles but acquire more knowledge by using subtitles than captions (see *Appendix 8*).

Furthermore, semi-idioms were produced better, in both groups, than pure idioms. In the pre-test, most of the semi-idioms were misunderstood since they had a literal part; for this reason, the participants interpreted them as literal idioms. However, after watching the clips and doing the post-test, in most of the cases, those incorrect semi-idioms were corrected thanks to the support of subtitles and captions. When it comes to slang terms, many participants misunderstood them and responded with its literal translation. However, after watching the clips, the group who worked with subtitles got almost all of them right.

VI. DISCUSSION

The research question delved into which type of subtitles would be the best for second language acquisition. The results of the experiment show that both subtitles and captions improved the participants' idioms and slang terms acquisition from the pre-test. With this, the study demonstrates that exposure to authentic listening facilitates to achieve awareness of the second language. However, the results also show that G1, the group who watched the short videos with subtitles, outperformed the other group as they achieved 16% more of idioms and 36% more of slang terms than G2, the group who worked with captions.

Chapman (2015) assures that the support of subtitles offers not only reassurance but also the explanation of challenging aspects of language. For instance, in the case of our experiment, idioms, slang terms, complex sentences, and law vocabulary. Moreover, following Koolstra, Peeters, & Spinhof's (2002) research, the comprehension relies a hundred percent on subtitles when the spoken foreign language is unknown to the

viewers or barely knew. So, following Koolstra, et al. (2002) and Chapman's (2015), we agree that those who viewed the videos with subtitles understood better the meaning behind the target terms and performed better at word identification with a higher score than G2. On the one hand, G2's target words were still on English, and the participants had to make an effort to translate it into their L1, an extra struggle when it comes to understanding idioms and slang terms. G1, on the other hand, benefited from subtitles due to the fact that they gave the participants the meaning of the target words in their L1. Thus, the participants who worked with subtitles identified words and their meaning easier than G2. Besides, Danan (2004) states that the key to language learning is to be familiar with the source in question. On the one hand, most of the participants were familiar with subtitles rather than captions and, therefore, those who performed with subtitles made their affective filter go down as they felt confident when they were doing the task. On the other hand, Danan (2004) affirms that the lack of familiarity, such as in the case of G2, lead to poor language acquisition and even distraction.

Furthermore, the present study had many similarities with Markham & Peter's study in 2003, an experiment explained in Matielo's work (2015). The experiment investigated the effect of using Spanish subtitles and English captions on university students with a medium level of English. The experiment aimed to examine the students' comprehension and determine with which of the two subtitles (interlingual or intralingual) the participants would perform better. The results proved that subtitles were more beneficial than captions. It revealed that because of the level of the participants, subtitles were required; moreover, it showed that students who worked with subtitles had a greater comprehension and word recognition performance than the other group. On account of the results of our experiment, we can agree with Markham & Peter (2003) due to the results in our experiment match with theirs. G1, group with subtitles, outperformed G2, group with captions, and almost got all the answers right recognizing and understanding more than the 80% of the target words. Further, as Markham & Peter (2003) state, we believe that our participants of G2 will be ready to use captions when their language skills improve.

Koskinen, Wilson, Gambrell, & Neuman (1993) state that is reading captions what provides the participants with the opportunity of engaging with the plot, and also

what reinforces their reading performance. However, taking into account the participants' level of proficiency, this performance was not acquired. Thus, the comprehension of the slang terms and the idioms were below-average. Moreover, Neuman & Koskinen (1992) prove that captions provide an embellished context due to the visuals and the soundtrack correlate with the words that appear onscreen helping learners visualize what they hear. Moreover, Neuman & Koskinen (1992) agree with Krashen's Input Hypothesis (1985), as Krashen states that we can understand 'un-acquired grammar' with the help of context. However, our experiment shows otherwise because this performance was not completed in our experiment due to, although having context and meaningful clips, the language was beyond their current level and limited the participants of a broader acquisition.

Therefore, our experiment agrees with Danan's (2004) as it says that language learning might only happen if the input is slightly beyond the participants' linguistic abilities. Thus, for this experiment, the participants were presented with slang terms and idioms that surpassed their linguistic abilities, as well as, presented with unfamiliar vocabulary as the clips were taken from a legal drama television show. Danan (2004) stresses that materials need to be adapted and include vocabulary that the students may feel comfortable with. However, Danan (2004) agrees with Neuman & Koskinen (1992) on captions being a useful method when it comes to learning; Danan (2004) argues that captions may be easier to apply to students with a higher level of proficiency than the ones with an average level, such in the case of our experiment. Nonetheless, our experiment seems to agree with some aspects of Neuman & Koskinen's (1992) research; Neuman & Koskinen (1992) claim that because of their rate of 120 words per minute, captions can be an obstacle rather than a benefit. Thus, this means that if the learner is not a rapid reader, as it happens with the participants of our experiment, it would be practically impossible to read all the captions and understand what is happening at every moment. Hence, Danan (2004) re-affirms this by saying that "massive exposure to authentic audio-visual material which has not been careful enough selected or made accessible to non-native viewers can be a very inefficient pedagogical approach" (Danan, 2004: 71).

Furthermore, when we revised the answers of G2, the ones who used captions, we could see how most of the answers were incorrect and performed inadequately. Krashen's (1985) Monitor Hypothesis states that our ability to produce sentences or understand a second language comes from our competence. Therefore, the participants' average level could be accused of the participants' unsuccessful performance. Moreover, we agree with Koolstra et al. (2002) and Danan's (2004) research as they both state that, in those cases, students with a lower level of English proficiency are recommended to use subtitles rather than captions. As Danan (2004) assures, participants with a lower level of proficiency may need input from their L1 to feel secure due to the participants' comprehension relies a hundred percent on subtitles when the spoken language is unknown to the viewers; proved in the results of G1.

Additionally, since our experiment was primarily focused on the acquisition of idioms and slang terms, we have to talk about the acquisition of informal speech. Participants who worked with subtitles had it easy because the meaning behind the target term was handed to them in their L1, whereas the participants who worked with captions had to figure it out through the context of the video. Thus, participants who used captions only acquired 48% of the slang terms right, whereas participants with subtitles outperformed the other group with 36% more of correct answers. Furthermore, although the idioms acquisitions vary slightly, we still could see a difference of 16% between the two groups. Moreover, Dumas & Lighter (1978) reinforce this idea when stating that students lack second language informal speech due to it is often not studied in classrooms. Thus, idioms, as well as slang terms, were more accessible to the participants who used subtitles than captions.

All in all, we can say that subtitles outperformed captions in all aspects. Moreover, the present study showed that participants were not prepared to use captions as the materials were beyond their language skills. However, the results indicate that both types of subtitles, interlingual and intralingual, helped when acquiring idioms and slang terms of the participants' L2. Nonetheless, this present study supports the research of Koolstra et al. (2002) and Danan (2004), along with other researchers, as they present subtitles as the most qualified to learn a second language when the participants' level of proficiency is below average.

VII. CONCLUSION

The main aim of this present study was to investigate the effect of captioning and subtitling, especially on the acquisition of English idioms and slang terms, in Spanish native speakers. To this end, the participants watched several videos with either subtitles or captions and did a pre-test and post-test to see their improvement. At first sight, the investigation created high expectations for the use of subtitles. To start with, Almeida & Costa (2014) affirmed that the combination of visual image, the spoken foreign language, and the words presented in the spectators' mother tongue provided not only a rich context but also the guidance so the participants could recognize the English target words and learn expressions from their second language. Moreover, the participants, having limited knowledge in the English language, seemed to follow the research of Koolstra, Peeters, & Spinhof (2002) as it stated that subtitles were the only source for comprehension when the spectators were unfamiliar with the language or had an average level of English proficiency.

In the first place, the research question delved into which condition, subtitling or captioning, would be the best for second language acquisition. The results reinforced the previous research as subtitling occurred to be a better tool than captioning. Moreover, subtitled videos gave extra support to the participants; they provided translation to complex words and sentences. Thus, subtitles helped when it came to idioms, and slang terms due to it allowed the participants to understand the meaning behind them and, at the same time, acquire new vocabulary. Based on Saviile-Troike (2006) the extra support along with the participants' ability to understand may be the response to why G1, group with subtitles, was more successful than G2, the group with captions, due to they were less anxious according to how prosperous they felt. Thus, the results showed that even though both subtitles, interlingual and intralingual, presented an improvement in the participants post-test when we compare it to their prior knowledge, the participants who worked with subtitles outworked participants who dealt with captions.

The use of captions, on the other hand, shows that language skills are an essential element to take into account when searching for the best outcome for second language acquisition. Thus, the present study meets the initial expectations as captions

did not generate the best outcome possible. The lack of familiarity, as Danan (2004) states, lead to lower language acquisition in both, idioms and slang terms, and even generated the participants' affective filter to go up. Captions complicated the participants' reading by being at a rate of a hundred and twenty words per minute, which ultimately led to problematize their comprehension skills. Moreover, this study agrees with Danan (2004), along with other researchers, due to despite the contextual support given by the video, participants who worked with captions, even though having the same limited linguistic abilities as the participants who worked with subtitles, acquired less than the other group due to it surpassed their abilities. Hence, this present study supports previous research on the use of subtitling as a tool for language learning when participants are not comfortable with their second language skills.

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IX. APPENDICES

9.1 Appendix 1: Pre/Post-test sample

Thank you for your collaboration

Name_____

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together

3. A hotshot

4. We are having lunch in the garden

5. A rookie

6. To get off the wrong foot

7. I have a meeting at 12 o'clock

8. You are fired

9. A foodie

10. A show-off

11. To be out of line

12. Looking at the stars

13. Train wreck

14. I will call you when I get home

15. On a first name basis

9.2 Appendix 2: Sociolinguistic Questionnaire

Cuestionario Sociolingüístico

Por favor, indica si estás de acuerdo o en desacuerdo con las próximas preguntas respecto a los subtítulos usados en la práctica. Marca con una "X" la casilla escogida.

Las respuestas al siguiente cuestionario serán parte de "*Foreign Language Learning: The Role of Interlingual and Intralingual Subtitles.*" Por lo tanto, las respuestas serán utilizadas exclusivamente para propósitos del estudio.

Nombre:

Apellidos:

Edad:

1. Ocupación:

Estudiante	<input type="checkbox"/>	En paro	<input type="checkbox"/>
Trabajo de media jornada	<input type="checkbox"/>	Otro	<input type="checkbox"/>
Trabajo de jornada completa	<input type="checkbox"/>	Por favor, especifica	<hr/>

2. ¿Has vivido en algún país donde el español no fuese la lengua dominante?

Sí ☐

No ☐

En caso afirmativo, ¿por cuánto tiempo y dónde?

3. ¿Has ido a clases extracurriculares de inglés?

Sí ☐

No ☐

En caso afirmativo, ¿por cuánto tiempo?

4. Evalúa tu nivel de inglés de 0 a 10:

	<u>Nivel bajo</u>	<u>Nivel alto</u>
	0	10
Entender		
Hablar		
Leer		
Escribir		

5. ¿Con qué frecuencia ves programas de televisión?

Muy a menudo	<input type="checkbox"/>	No mucho	<input type="checkbox"/>
Bastante a menudo	<input type="checkbox"/>	Nada	<input type="checkbox"/>
A veces	<input type="checkbox"/>		

6. ¿Ves la televisión doblada o en versión original?

Doblada	<input type="checkbox"/>
Versión original	<input type="checkbox"/>

Depende del programa de televisión porque ...

En caso de versión original, ¿usas subtítulos?

Sí	<input type="checkbox"/>
No	<input type="checkbox"/>

7. Por favor, indica cuál de los subtítulos usas con más frecuencia.

Subtítulos en español	<input type="checkbox"/>
Subtítulos en inglés	<input type="checkbox"/>

Depende del programa de televisión porque...

8. ¿Con qué facilidad lees los subtítulos?

Muy fácil	<input type="checkbox"/>	A veces me pierdo	<input type="checkbox"/>
Fácil	<input type="checkbox"/>	Difícil	<input type="checkbox"/>

9. ¿Cuánto entiendes con los subtítulos?

Todo	<input type="checkbox"/>	Bastante poco	<input type="checkbox"/>
Casi todo	<input type="checkbox"/>	Nada	<input type="checkbox"/>
La mitad	<input type="checkbox"/>		

9.3 Appendix 3: 'Suits' Questionnaire

Cuestionario sobre la serie 'Suits'

Por favor, indica si estás de acuerdo o en desacuerdo con las próximas preguntas respecto a los subtítulos usados en la práctica. Marca con una "X" la casilla escogida.

Las respuestas al siguiente cuestionario serán parte de "*Foreign Language Learning: The Role of Interlingual and Intralingual Subtitles.*" Por lo tanto, las respuestas serán utilizadas exclusivamente para propósitos del estudio.

1. ¿Conocías *Suits* antes de ver los clips?

Sí	<input type="checkbox"/>
No	<input type="checkbox"/>

2. ¿Habías visto *Suits* antes?

Sí	<input type="checkbox"/>
No	<input type="checkbox"/>

3. ¿Es *Suits* tu tipo de serie?

Sí	<input type="checkbox"/>
No	<input type="checkbox"/>

En caso de afirmación, ¿te gustaría empezar a verla?

Si	<input type="checkbox"/>
No	<input type="checkbox"/>

En caso de afirmación, ¿doblada o en versión original?

Doblada	<input type="checkbox"/>
Versión Original	<input type="checkbox"/>

En caso de versión original, ¿con o sin subtítulos?

Con subtítulos	<input type="checkbox"/>
Con subtítulos en inglés	<input type="checkbox"/>
Sin subtítulos	<input type="checkbox"/>

4. ¿Ha sido fácil seguir los subtítulos?

Sí	<input type="checkbox"/>
----	--------------------------

No ☐

5. ¿Cuánto de lo que has entendido ha sido por los subtítulos?

Todo

☐

Casi nada

☐

La mayoría

☐

Nada

☐

Ni mucho ni poco

☐

6. ¿Los subtítulos te han ayudado?

Si

☐

No

☐

En caso de afirmación, ¿Cuan efectivos han sido?

En caso de negación, ¿por qué?

7. ¿Qué cambió cuando viste el video por segunda vez?

8. ¿Sabías con certeza los modismos y jergas que se preguntaron en la prueba previa al experimento?

9. ¿Y en la prueba posterior? ¿Aprendiste o entendiste algunos de los modismos o jergas que antes no sabías?

9.4 Appendix 4: Pre-test of G1 & G2

G1 pre-test

Thank you for your collaboration

Name Julia

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together enfate

3. A hotshot Listello

4. We are having lunch in the garden vamos a comer en el jardín

5. A rookie

6. To get off the wrong foot Empezar con el pie izquierdo

7. I have a meeting at 12 o'clock Tengo una reunión a las doce.

8. You are fired

9. A foodie Un comedor

10. A show-off Listello

11. To be out of line

12. Looking at the stars mirando a las estrellas

13. Train wreck

14. I will call you when I get home Te llamaré cuando llegue a casa

15. On a first name basis

idioms
2/5

slap terms
2/5

dishevels
4/5

G1 pre-test

Thank you for your collaboration

Name ALBERT

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together QUE TE REORGANICES

3. A hotshot

4. We are having lunch in the garden VAMOS A COMER EN EL JARDIN

5. A rookie EL NOVATO

6. To get off the wrong foot LEVANTARSE CON EL PIE IZQUIERDO

7. I have a meeting at 12 o'clock TENGO UNA REUNION A LAS 12

8. You are fired ESTAS DESPEDIDA

9. A foodie ~~ALGO QUE SE COME~~

10. A show-off

11. To be out of line

12. Looking at the stars MIRANDO A LAS ESTRELLAS

13. Train wreck UNA PERSONA QUE ES UN DESASTRE O DESORGANIZADO

14. I will call you when I get home TE LLAMARE CUANDO LLEGUE A CASA

15. On a first name basis

<u>Idioms</u>	<u>slap tans</u>	<u>dishtchs</u>
2/5	2/5	5/5

G1 re-test

Thank you for your collaboration

Name Josep

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together

3. A hotshot Un tipo rápido (literal)

4. We are having lunch in the garden vamos a comer en el jardín

5. A rookie Un luchador

6. To get off the wrong foot Empezar con una pata

7. I have a meeting at 12 o'clock Tengo una reunión a las 12

8. You are fired Estás despedido

9. A foodie Una persona que le gusta la comida

10. A show-off

11. To be out of line

12. Looking at the stars mirando a las estrellas

13. Train wreck

14. I will call you when I get home Te llamaré cuando llegue a casa

15. On a first name basis

10/10 10/10 10/10
15 15 15

G1 pre-test

Thank you for your collaboration

Name Neus

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Dejar a alguien bocanieto
2. To get your act together
3. A hotshot Tener suerte a la primera
4. We are having lunch in the garden Vamos a tener la comida en el jardín
5. A rookie
6. To get off the wrong foot Empezar mal
7. I have a meeting at 12 o'clock Tengo una reunión a las 12
8. You are fired Estás despedido
9. A foodie Un buen comedor
10. A show-off
11. To be out of line
12. Looking at the stars Mirando a las estrellas
13. Train wreck Un tren descarrilado (lit.)
14. I will call you when I get home Te llamaré cuando llegue a casa
15. On a first name basis En base de primeros nombres

Idioms
2/5

Strong focus
1/5

distractions
5/5

G1 pre-test

Thank you for your collaboration

Name Laura

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead _____
2. To get your act together _____
3. A hotshot _____
4. We are having lunch in the garden Estamos teniendo la comida en el jardín
5. A rookie _____
6. To get off the wrong foot Empezar con mal pie
7. I have a meeting at 12 o'clock Tengo una reunión a las 12 en punto.
8. You are fired Estás despedido.
9. A foodie Alguién a quien le gusta la gastronomía.
10. A show-off Un engreído, una persona que le gusta enseñar
11. To be out of line _____
12. Looking at the stars Mirando a las estrellas.
13. Train wreck _____
14. I will call you when I get home Cuando llegue a casa te llamaré
15. On a first name basis Llamar por tu nombre.

Idioms
2/5

slang terms
2/5

distracts?
5/5

G2 pre-test

Thank you for your collaboration

Name Carlos

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together

3. A hotshot Un fero.

4. We are having lunch in the garden Vamos a comer en el jardín.

5. A rookie

6. To get off the wrong foot Empiezo con el pie izquierdo

7. I have a meeting at 12 o'clock Tengo una reunión a las doce.

8. You are fired

9. A foodie le gusta la comida

10. A show-off

11. To be out of line Pasarse de la raya o estar fuera de lugar

12. Looking at the stars Mirando las estrellas

13. Train wreck

14. I will call you when I get home Te llamare cuando llegue a casa.

15. On a first name basis

idioms
2/5

slang terms
1/5

phrases
4/5

G2 pre-test

Thank you for your collaboration

Name Sara

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead pegar
2. To get your act together _____
3. A hotshot un tro de gacha
4. We are having lunch in the garden vamos a comer en el parque
5. A rookie principiante
6. To get off the wrong foot empezar con mal pie
7. I have a meeting at 12 o'clock tengo una reunión a las doce
8. You are fired está despedido
9. A foodie _____
10. A show-off _____
11. To be out of line alguien impertinente, que se pasa de la raya
12. Looking at the stars mirando las estrellas
13. Train wreck _____
14. I will call you when I get home _____
15. On a first name basis _____

colours
2/5

slap hands
2/5

distactors
5/8

G12 pre-test

Thank you for your collaboration

Name Estefanía

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead golpear a alguien hasta matarlo
2. To get your act together _____
3. A hotshot un despota
4. We are having lunch in the garden vamos a comer en el jardín
5. A rookie Un luchador
6. To get off the wrong foot empezar mal
7. I have a meeting at 12 o'clock tengo una reunión a las 12
8. You are fired _____
9. A foodie comida
10. A show-off una persona que presume de lo que tiene
11. To be out of line fuera de lugar
12. Looking at the stars mirando las estrellas
13. Train wreck en tren
14. I will call you when I get home te llamaré cuando lleve a casa
15. On a first name basis primer nombre de alguien.

idioms
2/5

slang terms
1/5

distichs
4/5

G2 pre-test

Thank you for your collaboration

Name Jordi

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead _____
2. To get your act together tengamos una vida juntos
3. A hotshot un golpe de suerte
4. We are having lunch in the garden Vamos a comer en el jardín
5. A rookie un experto
6. To get off the wrong foot Despertarse con el pie izquierdo
7. I have a meeting at 12 o'clock tengo una reunión a las 12
8. You are fired Estos encendido en llamas
9. A foodie _____
10. A show-off _____
11. To be out of line Están fuera de línea
12. Looking at the stars mirando a las estrellas
13. Train wreck _____
14. I will call you when I get home te llamo cuando llegue a casa
15. On a first name basis El primer nombre que se me ocurre.

11/15

5/15

4/15

G2 pre-test

Thank you for your collaboration

Name IRAKI

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together

3. A hotshot

4. We are having lunch in the garden VAMOS A COMER EN EL JARDIN
5. A rookie

6. To get off the wrong foot EMPEZAR MAL
7. I have a meeting at 12 o'clock TENGO UNA REUNION A LAS DOCE.
8. You are fired ~~ESTAS DESPRECIADO~~ ESTAS ARRUENDO
9. A foodie LA COMIDA LE GUSTA.
10. A show-off IMPERTINENTE
11. To be out of line ESTAR FUERA DE LUGAR
12. Looking at the stars Mirando las estrellas
13. Train wreck

14. I will call you when I get home TE LLAMARE CUANDO LLEGUE A CASA.
15. On a first name basis

idoms
2/5

slang terms
1/5

distinctions
4/5

9.5 Appendix 5: Post-test of G1 & G2

G1 post-test

Thank you for your collaboration

Name Julia

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Impresionar
2. To get your act together centrate/reorganizar tu vida.
3. A hotshot listillo
4. We are having lunch in the garden nosotros vamos a comer en el jardín.
5. A rookie El nuevo.
6. To get off the wrong foot Empezar con el pie izquierdo
7. I have a meeting at 12 o'clock Tengo una reunión a las 12.
8. You are fired
9. A foodie A alguien que le gusta la comida.
10. A show-off Un engreído.
11. To be out of line Estar fuera de lugar.
12. Looking at the stars mirando a las estrellas
13. Train wreck
14. I will call you when I get home Te llamaré cuando llegue a casa
15. On a first name basis

idions
4/5

slap fans
4/5

drinks?
4/5

G1 post-test

Thank you for your collaboration

Name ALBERT

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead IMPRESIONAR A ALGUIEN
2. To get your act together REORGANIZANTE PONER LA VIDA EN ORDEN
3. A hotshot UN FIGURA
4. We are having lunch in the garden ¡AMOS ACOMER EN EL JARDÍN
5. A rookie UN PRINCIPANTE
6. To get off the wrong foot EMPEZAR CON MAL PIE
7. I have a meeting at 12 o'clock TENGO UNA REUNION A LAS 12
8. You are fired ESTAS DESPEDIDO
9. A foodie SIBARITA
10. A show-off FANTARRÓN
11. To be out of line ESTAR FUERA DE LUGAR
12. Looking at the stars MIRANDO A LAS ESTRELLAS
13. Train wreck UN DESASTRE DE PERSONA
14. I will call you when I get home TE LLAMARE CUANDO LIEQUE A CASA
15. On a first name basis TUTEAR A ALGUIEN.

idioms slang distinctions
5/5 5/5 5/5

G1 post-test

Thank you for your collaboration

Name José

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Sorprender
2. To get your act together
3. A hotshot listillo
4. We are having lunch in the garden Vamos a comer al jardín
5. A rookie el nuevo de la oficina
6. To get off the wrong foot Empieza con mal pie
7. I have a meeting at 12 o'clock Tengo una reunión a las 12
8. You are fired Estás Despedido
9. A foodie alguien que le gusta la comida
10. A show-off
11. To be out of line Estar fuera de lugar
12. Looking at the stars Mirando a las estrellas
13. Train wreck
14. I will call you when I get home llamaré cuando llegue a casa
15. On a first name basis

(dom)
3/5

lag lens
3/5

distintos
5/5

G1 post-test

Thank you for your collaboration

Name Neus

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Impresionar, dejar con la boca abierta
2. To get your act together Recomponerme
3. A hotshot ~~Tenerse por la persona~~ una persona lista
4. We are having lunch in the garden Vamos a tener la comida en el jardín
5. A rookie Un principiante
6. To get off the wrong foot Empezar mal
7. I have a meeting at 12 o'clock Tengo una reunión a las 12
8. You are fired Estás despedido.
9. A foodie Un buen comedor
10. A show-off Listo
11. To be out of line Estar fuera de contexto
12. Looking at the stars Mirando a las estrellas
13. Train wreck Tren descarrilado, pero refiriéndose a una persona, un desastre.
14. I will call you when I get home Te llamaré cuando llegue a casa
15. On a first name basis llamar a alguien por su nombre, no apellido.

idioms
5/5

slang terms
4/5

distinctions
5/5

G1 post-test

Thank you for your collaboration

Name Laura

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Dejarlos con la boca abierta.
2. To get your act together Tomar las riendas de tu vida.
3. A hotshot Listo
4. We are having lunch in the garden Vamos a comer en el jardín.
5. A rookie El nuevo
6. To get off the wrong foot Empezar con el pie izquierdo, no empezar bien
7. I have a meeting at 12 o'clock Tengo una reunión a las 12 en punto.
8. You are fired Estás despedido.
9. A foodie Una persona que le gusta la comida.
10. A show-off Un engreído.
11. To be out of line Estar fuera de lugar.
12. Looking at the stars Mirando las estrellas.
13. Train wreck Un desastre
14. I will call you when I get home cuando llegue a casa te llamare
15. On a first name basis Tutear a alguien.

idioms
5/5

slang terms
5/5

distractor
5/5

62 ~~post-test~~ post-test

Thank you for your collaboration

Name Carlo

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Esoales de lo que estas echo
2. To get your act together Recomponerse
3. A hotshot _____
4. We are having lunch in the garden Vamos a comer en el jardin.
5. A rookie Principiante.
6. To get off the wrong foot Empezar con el pie izquierdo.
7. I have a meeting at 12 o'clock Tengo una reunion a las doce.
8. You are fired _____
9. A foodie le gusta la gastronomia, sabe de comida.
10. A show-off _____
11. To be out of line Estar fuera de lugar.
12. Looking at the stars Mirando las estrellas.
13. Train wreck le persone no se cuida.
14. I will call you when I get home Te llamare cuando llegue a casa.
15. On a first name basis llamar a alguien por su primer nombre.

Idioms
5/5

Slap tms
3/5

delects
4/5

G2 post-test

Thank you for your collaboration

Name Sara

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together
poner la vida en orden
3. A hotshot
hito
4. We are having lunch in the garden
comeramos en el jardín/papir
5. A rookie
principiante
6. To get off the wrong foot
empezar con mal pie
7. I have a meeting at 12 o'clock
tengo una reunión a las doce
8. You are fired
estas despedido
9. A foodie
le gusta la comida
10. A show-off

11. To be out of line
fuera de línea
12. Looking at the stars
mundo las estrellas
13. Train wreck

14. I will call you when I get home
llamare cuando llegue a casa
15. On a first name basis

10 minutos 10 minutos 10 minutos
3/5 3/5 5/5

G2 part test

Thank you for your collaboration

Name Estefanía

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Dejarlos con la boca abierta
2. To get your act together _____
3. A hotshot _____
4. We are having lunch in the garden Vamos a comer en el jardín.
5. A rookie _____
6. To get off the wrong foot empezar con mal pie
7. I have a meeting at 12 o'clock tengo una reunión a las 12
8. You are fired _____
9. A foodie Alguien que le gusta la comida buena
10. A show-off una persona que presume de lo que sabe
11. To be out of line fuera de lugar
12. Looking at the stars mirando las estrellas
13. Train wreck _____
14. I will call you when I get home te llamaré cuando llegue a casa
15. On a first name basis llámame por mi primer nombre

idios
4/5

slay tons
2/5

dstinct
4/5

G2 post-test

Thank you for your collaboration

Name Isabel

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead Impresionar
2. To get your act together _____
3. A hotshot _____
4. We are having lunch in the garden Vamos a comer en el jardín
5. A rookie el nuevo
6. To get off the wrong foot empezar con el pie izquierdo
7. I have a meeting at 12 o'clock tengo una reunión a las 12
8. You are fired Estás en llamas
9. A foodie alguien que le gusta comer bien
10. A show-off alguien que le gusta mostrar sus habilidades
11. To be out of line Está fuera de tono
12. Looking at the stars mirando a las estrellas
13. Train wreck _____
14. I will call you when I get home te llamaré cuando llegue a casa
15. On a first name basis _____

Idioms
3/5

Idioms
2/5

Idioms
4/5

G2 post-test

Thank you for your collaboration

Name INAKI.

Instructions: Determine the meaning of the following expressions and translate them into your mother tongue. Please, leave them blank if you do not know the meaning or translation. You will have 15 minutes to complete the task.

1. Knock'em dead

2. To get your act together

3. A hotshot UN SABELTOTO

4. We are having lunch in the garden VALENOS A COMER EN EL JARDIN

5. A rookie EL NUEVO DE LA OFICINA.

6. To get off the wrong foot EMPEZAR CON MAL PIE.

7. I have a meeting at 12 o'clock TENGO UNA REUNION A LAS DOCE.

8. You are fired ESTAS AMONESTADO.

9. A foodie LE GUSTA LA COMIDA.

10. A show-off

11. To be out of line PASARSE DE LA RAYA.

12. Looking at the stars MIRANDO LAS ESTRELLAS

13. Train wreck

14. I will call you when I get home TE LLAMARE CUANDO REGRESE A CASA.

15. On a first name basis TUTEAR.

idioms slang dialects
3/r 4/r 4/r

9.6 Appendix 6: Results of G1's pre/post-test

	<i>G1, Subtitles</i>			
	Pre-test		Post-test	
	OUT OF 5		OUT OF 5	
	Idioms	Slang	Idioms	Slang
<i>Participant 1</i>	2	2	5	5
<i>Participant 2</i>	1	1	3	3
<i>Participant 3</i>	2	1	5	4
<i>Participant 4</i>	2	2	4	4
<i>Participant 5</i>	2	2	5	5

9.7 Appendix 7: Results of G2's pre/post-test

	<i>G2, Captions</i>			
	Pre-test		Post-test	
	OUT OF 5		OUT OF 5	
	Idioms	Slang	Idioms	Slang
<i>Participant 6</i>	2	1	4	2
<i>Participant 7</i>	2	2	3	3
<i>Participant 8</i>	2	1	5	2
<i>Participant 9</i>	1	0	3	2
<i>Participant 10</i>	2	1	3	2

9.8 Appendix 8: Comparison between G1 & G2's post-test

<i>G1 Vs. G2</i>			
G1		G2	
Post-test		Post-test	
Idioms	Slang	Idioms	Slang
5	5	4	2
3	3	3	3
5	4	5	2
4	4	3	2
5	5	3	2